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ABSTRACT

A resource kit for the teaching of French at the intermediate level is represented by a teacher's guide. The aim of this module is to make the elementary or secondary school student of French familiar with terminology used in French radio broadcasts, and especially in weather reports. The guide offers suggested classroom activities. Instructions are given for the use of an audio tape and weather maps. A transcript of the tape is included. (JB)

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LA MÉTÉO
Teacher's Guide

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Acknowledgments

The song "Quand l'hiver est là," written and composed by Luc Plamondon and André Gagnon and sung by Steve Fiset, is reproduced through the courtesy of Les Editions A.G.M. Ltée.

The authors wish to express their thanks to Jean-Marc Amyot and Gérard Châtaigneau for their kind assistance in the preparation of the tape.

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MODULES PROJECT

The Modules Project is a research and development curriculum project that prepares multimedia classroom materials for teaching French as a second language in elementary and secondary schools. The project has three main purposes: firstly, to be of immediate help to teachers by developing modules as supplementary materials for current French programs: secondly, to initiate alternative approaches to present French-as-a-second language curriculum practices; and finally, to demonstrate a set of procedures for materials development that stress research on the information contained in a module and evaluation of modules prior to their publication.

A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly in response to a variety of teaching situations or to differences among students' needs. Each kit deals with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials containing, for example, tapes, filmstrips, pictures or booklets. They also include a small handbook for teachers and students with background information, suggested classroom activities and a selected bibliography. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular age and grade level; others have application over a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a 'bank' of units which can be used in whatever way they suit a particular course, teacher, or set of students. Eventually, a bank of modules might be considered an alternative to an existing fixed sequential program. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the programs which are currently in use in the schools.

Topics for modules are chosen from among those aspects of second language learning that are lacking in or not sufficiently emphasized by current programs. The topics are carefully documented before modules are prepared to ensure that module content is authentic. All modules are classroom-tested in a number of schools across Ontario and subsequently revised before they are published.

The project is funded by the Learning Materials Development Fund, Ontario Ministry of Education and by the Ontario Institute for Studies in Education.

We hope that modules will help to vary the activities in French classes and assist the teacher in the time-consuming job of gathering additional materials and information.

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The module 'La Météo'

WHAT IS A MODULE?

In the teaching of French as a second language today, there is a great need for varied teaching materials. It is recognized that each student has a different background, a personal approach to learning, and an individual rate of progress. Consequently, effective teaching materials must be flexible enough to adapt to these individual differences.

With these thoughts in mind, we are experimenting with a new type of teaching material that we call a *module*. A module is a unit or kit, independent of existing programs, dealing with one specific aspect of learning a language. It can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules are in kit form and include a selection of materials – for example, tapes, filmstrips, pictures, or booklets. They also include small handbooks for teachers and students that offer background information, suggestions for classroom activities, and selected references. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular grade level; others are designed for a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a "bank" of units that can be used in whatever way suits the special needs of a course, teacher, or group of students. Eventually a bank of modules might be considered an alternative to an existing fixed sequential program; however, it will take some time before enough modules are developed from which teachers can tailor their own programs. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the many excellent programs currently followed in the schools.

We hope that modules will help you to vary the activities in French classes and assist you in the time-consuming job of gathering additional materials and information.

GENERAL INFORMATION

French radio broadcasts are among the most accessible and inexpensive sources of audio material available to teachers in most parts of Ontario today. However, the language used in these broadcasts is often too complex for most learners of French as a second language. Although it is generally recognized that listening comprehension is an important aspect of language, it remains a skill that is both difficult to develop and equally difficult to maintain in the regular classroom situation.

Aims:
La Météo attempts to improve listening skills and to encourage interest in French-language broadcasts by exposing the student to carefully selected items presented in a radio broadcast format.

Design:
The content of this weather module has been prepared following careful research on weather reports as issued by the French-language radio station, CJBC Toronto, part of the CBC French-language network.

The linguistic items selected for use in the module are therefore those items of vocabulary and structure generally familiar to the majority of students, as well as those which appear with high frequency in the radio weather reports.

Limiting the selection of structures and vocabulary in this way is designed to increase the student's confidence in his listening comprehension ability as well as his familiarity with the basic elements of weather broadcasts as given on the French-language network.

Target Audience:
This module can be used successfully in any class which is completing or has completed an introductory level of French instruction equivalent to Level I of *Ici on parle français*, or approximately Lesson 13 of *Le Français International*.

COMPONENTS OF THIS MODULE

La Météo is composed of the following elements:

- a 10-minute audio tape presented in three parts:
  - Part I – a simplified weather broadcast presentation,
  - Part II – a weather report with related listening comprehension activities for the student,
  - Part III – weather report in dialogue form;
- a Teacher's Guide containing a complete script of the recorded material and suggestions for use of the module;
- three maps to be used by the students in the listening comprehension activities of Part II;
- a flannel map of Canada, 55 x 90 cm, for weather presentations by teacher or students;
- 6 weather symbols for use with the flannel map.

LINGUISTIC CONTENT

General points to be noted:

- only those structures dealing directly with weather reporting are included;
- students are not expected to have more than a passive awareness of extra factors such as radio announcements and general instructions;
- all geographical terms are restricted to the Canadian setting;
- the term 'degré' is not used after negative temperatures (below zero); for example, "Il fait moins deux."

Basic Vocabulary

Weather: ensoleillé, pluie, neige, brume

Time: ce matin, ce soir, cet après-midi

Place:
- en: Colombie-Britannique, Alberta, Saskatchewan, Ontario
- au: Manitoba, Québec
- à: Terre-Neuve
- à: Victoria, Edmonton, Régina, Winnipeg, Toronto, Québec, St-Jean

Basic Structures

Il: pleut, neige

Il fait: 1° ... 3°; −1 ... −15

Possibilités de: pluie, neige, brume

Il y a: de la brume; des possibilités de: brume, pluie, neige

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Some suggestions for use

HOW TO USE 'LA METEO'

Equipment needed: tape recorder with speed of 19 cm ps (7.5 ips).

Material needed: 3 outline weather maps per student.

Activities and Instructions

- *Play Part I of tape.*

  Have students listen carefully to the two weather reports in radio broadcast format.

- *Stop tape at "Ne quittez-pas l'écoute."*

  Hand out 3 weather maps per student. Ask students to have pencils ready and to follow instructions given on the tape.

- *Play Part II of tape.*

  The teacher may want to verify that students can follow the instructions. If further instructions are necessary, the tape can be stopped at each musical interlude.

- *Stop tape.*

  Collect weather maps *or* have students check their own work as a class activity.

- *Play Part III of tape.*

  Have students listen carefully to the weather dialogue and extract the weather information as given.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Further work with student maps

The three outline maps may be used for further work in oral reproduction and listening comprehension.

MAP 1 activities

a) Have students reproduce orally both temperature reports as given on the tape.
Example: A Victoria il fait 2°.

b) Have students check the daily newspapers for current temperatures in the provincial capitals, then present the temperature report in the next class session. This exercise would take up only a few minutes at the beginning of a class session.

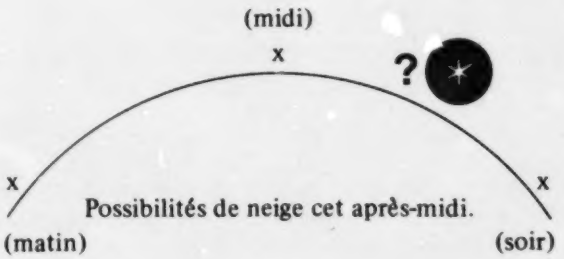
MAP 2 activities

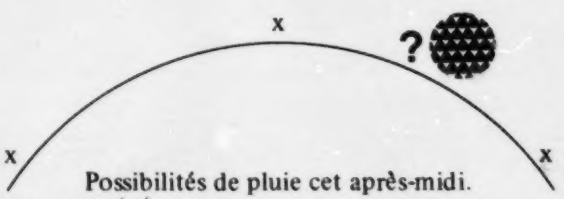
a) Have students reproduce orally the weather report transcribed in symbols.
Example: En Colombie-Britannique – neige
En Alberta – brume

b) Once familiar with this pattern, go on to a longer sentence.
Example: En Colombie-Britannique il neige.
En Alberta il y a de la brume.

c) Introduce the term *possibilités*, indicated by the question-mark symbol ?
Example: En Colombie-Britannique il y a des possibilités de neige.

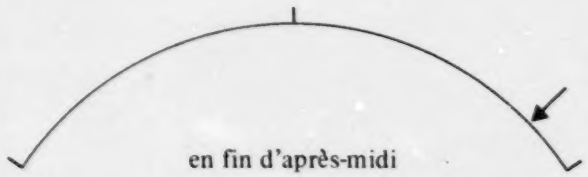
d) At certain levels further variations may be introduced. Visual cues drawn on the blackboard may help oral responses.
Example: En Colombie-Britannique, possibilités de neige cet après-midi.



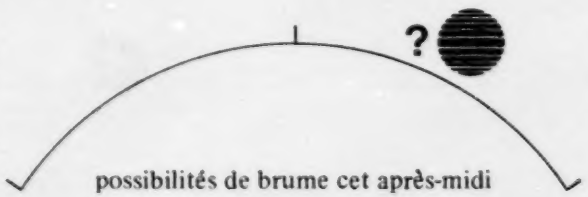


e) Further elements might be introduced, such as *en fin d'après-midi*. Again, simple drawings can be used to help students discriminate between *cet après-midi* and *en fin d'après-midi*.

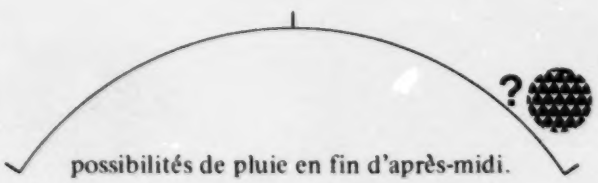
cet après-midi



en fin d'après-midi



possibilités de brume cet après-midi



possibilités de pluie en fin d'après-midi.

MAP 3 activities

a) Provide each student with a copy of map 3. Play Part III of the tape to the class and have the students retrieve the relevant weather information from the dialogue and mark it on the blank map.

2. **Use of flannel map**

The flannel map and weather symbols supplied may be used to illustrate weather conditions.

- Set up the flannelboard map facing the class.
- Replay the taped weather report, or read the report from the script;
- Have one or several students place the appropriate symbols on the map. (The velcro backing will adhere if the symbols are given a slight twist as they are applied.)
- Vary the flannelboard presentation daily to illustrate current weather conditions.

Script of 'La Météo'

Part I

* * * * *

Le Centre des langues modernes vous présente les prévisions de la météo.

* * * * *

Ici CDLM, Toronto.

Voici notre premier bulletin météorologique – les températures relevées dans quelques capitales:

à Victoria il fait ..... *1°*
à Edmonton il fait ..... *– 10°*
à Régina il fait ..... *– 17°*
à Winnipeg il fait ..... *– 22°*
à Toronto il fait ..... *3°*
à Québec il fait ..... *– 9°*
et à St-Jean il fait ..... *2°*

* * * * *

Voici notre second bulletin météorologique – les prévisions de la météo pour quelques provinces:

en Colombie Britannique	*il pleut*
en Alberta	*il neige*
en Saskatchewan	*ensoleillé*
au Manitoba	*il neige*
en Ontario	*il y a de la brume*
au Québec	*brume et possibilités de pluie*
et à Terre-Neuve	*il pleut*

* * * * *

CDLM, Toronto, vient de vous présenter ses bulletins météorologiques.

* * * * *

Ne quittez pas l'écoute.

* * * * *

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Part II

Voici la deuxième partie de ce module.

REGARDEZ LA CARTE NO. 1 ET SUIVEZ LES INDICATIONS MÉTÉOROLOGIQUES DONNÉES PAR L'ANNONCEUR

Voici quelques températures

à Victoria il fait ..... 2°
à Edmonton il fait ..... – 11°
à Régina il fait ..... – 18°
à Winnipeg il fait ..... – 21°
à Toronto il fait ..... – 5°
à Québec il fait ..... – 9°
et à St-Jean il fait ..... 1°

* * * * *

PRENEZ UN CRAYON ET INSCRIVEZ LES TEMPÉRATURES DONNÉES PAR L'ANNONCEUR DANS LES CASES VIDES DE VOTRE CARTE. C'EST LA CARTE NO. 1. VOUS ÊTES PRÊTS? ALORS ALLONS-Y.

Voici quelques températures

à Victoria il fait ..... 4°
à Edmonton il fait ..... – 12°
à Régina il fait ..... – 16°
à Winnipeg il fait ..... – 23°
à Toronto il fait ..... 1°
à Québec il fait ..... – 10°
et à St-Jean il fait ..... 3°

* * * * *

PRENEZ LA CARTE NO. 2 ET REGARDEZ LA LÉGENDE AU BAS DE LA CARTE

Vous avez trois colonnes.

La première colonne vous donne le symbole pour le temps tel qu'il apparaît sur la carte.

La deuxième colonne vous décrit le symbole.

La troisième colonne vous donne les indications météorologiques données par l'annonceur.

REGARDONS ENSEMBLE CETTE LÉGENDE:

Un cristal de neige représente la neige. L'annonceur dira 'Neige' ou 'Il neige'.

Un soleil représente le soleil. L'annonceur dira 'Ensoleillé'.

Des gouttes d'eau représentent la pluie. L'annonceur dira 'Pluie' ou 'Il pleut'.

Des bandes horizontales représentent la brume. L'annonceur dira 'Brume' ou 'Il y a de la brume'.

ET MAINTENANT SUIVEZ SUR LA CARTE NO. 2
LE BULLETIN DE LA MÉTÉO:

en Colombie-Britannique	*il y a de la brume*
en Alberta	*il neige*
en Saskatchewan	*ensoleillé*
au Manitoba	*neige*
en Ontario	*pluie*
au Québec	*pluie et brume*
et à Terre-Neuve	*brume*

PRENEZ LA CARTE NO. 3 ET ESSAYEZ DE METTRE
LES SYMBOLES À L'ENDROIT INDIQUÉ
PAR L'ANNONCEUR

Voici le bulletin de la météo:

en Colombie-Britannique	*brume*
en Alberta	*pluie*
en Saskatchewan	*neige*
au Manitoba	*ensoleillé*
en Ontario	*pluie et brume*
au Québec	*neige*
et à Terre-Neuve	*brume*

* * * * *

Part III

VOICI LA TROISIÈME PARTIE DE CE MODULE

Quand l'hiver est là,
Quand le froid nous pince
On se promène dans la Belle Province en ski-doo...

–On fait des chansons sur la motoneige maintenant.

–Oui, mais il ne faut pas oublier que cet engin peut être dangereux.

–Vous avez raison, Monsieur Ouelette.
Mais avant de nous parler du ski-doo ou de la motoneige...
Donnez-nous donc un petit bulletin météorologique.

–Eh bien voilà, en Colombie-Britannique, il y a de la neige et de la pluie – il fait 1°.
En Alberta, alors là, il fait froid – il fait -20 et il y a bien 15 cm de neige.

–En Saskatchewan il doit faire plus froid, non?

–Vous avez raison – tenez, à Régina il fait -30.

–Brr – un vrai froid de loup.

–Oh, il ne fait guère plus chaud à Winnipeg où il fait -25.

Quand je pars en ski-doo
Avec ou sans toi
Je suis heureux comme un fou.
Mais viens, mon amour,
Puisque l'hiver est si court
Il faut profiter de tous ces beaux jours...

–Ici en Ontario il neige, et il y a encore demain. Il fait -7.

–Eh bien – on prendra la motoneige pour venir au studio.

–Oui, mais ça se fait au Québec. Il y a 25 cm de neige – et les gens prennent la motoneige pour aller magasiner. Il fait -13.

–Et dans les Maritimes, M. Ouelette, quel temps fait-il?

–Dans les Maritimes il y a des possibilités de neige cet après-midi. Il fait -8.

–Merci M. Ouelette pour votre bulletin – et à demain.

–A demain.

–Vous êtes à l'écoute de CDLM Toronto.

Quand je pars en ski-doo
Au lieu de me faire toujours des gros yeux jaloux
Mets donc ta capeline et tes mitaines, mon amour,
Et viens, que je t'emmène faire un beau tour...
Quand la neige est haute
On saute les clôtures,
On fait ses pistes vers l'aventure...

* * * * *

Additional information

Teachers who wish to record their own radio programs or encourage their students to listen more regularly to Canada's French network can obtain detailed information from the following sources:

Société Radio-Canada
Boîte postale 6000
Montréal, P.Q., H3C 3A8

CBC Information Services (French Section)
P. O. Box 500, Terminal A
Toronto, Ontario, M5W 1E6

"Ici Radio-Canada Radio"
a/s Agence d'abonnements PERIODICA, Inc.
7045 Avenue du Parc
Montréal, P.Q., H3N 1X8

"Ici Radio-Canada Radio" is a weekly magazine giving information on the radio programs scheduled on the French network. An annual subscription may be obtained for $13.00 in Canada, $15.00 outside of Canada.

If you wish to obtain information on the radio programs scheduled on the French network in your area, contact your local Société Radio-Canada office.

Radio-Emmissions Scolaires Françaises
Ontario Ministry of Education
c/o Learning Materials Service Unit
559 Jarvis Street
Toronto 285, Ontario.

Taped copies of these programs may be obtained free of charge from the *Learning Materials Service Unit*. A blank tape or cassette must be provided for each program requested.

Weather Office
Atmospheric Environment Service
Toronto International Airport
Box 159
Toronto AMF, Ontario.

Certain educational publications and information leaflets on popular weather subjects (lightning, clouds, air pollution) are available to teachers wishing to elaborate on the weather topic.

Ontario radio stations carrying full-time French programming

Station	*Location*	*Radio Dial*
CBOF	Ottawa	1250
CJBC	Toronto	860
CBEF	Windsor	540
CFBR	Sudbury	900
CFCL	Timmins	620
CJBC (R)	Blind River	1010
CJBC (R)	Bonfield	990
CJBC (R)	Chapleau	1340
CJBC (R)	Elliot Lake	1440
CJBC (R)	Espanola	990
CJBC (R)	Hearst	1110
CJBC (R)	Hearst	1340
CJBC (R)	Kapuskasing	1230
CJBC (R)	Kirkland Lake	1090
CJBC (R)	Geraldton	900
CJBC (R)	Smooth Rock Falls	540
CJBC (R)	Sturgeon Falls	1400
CJBC (R)	Matachewan	1110
CJBC (R)	Dubreuilville	540
CJBC (R)	Wawa	1090
CJBC (R)	Verner	1360
CJBC (R)	Field	1440
CFML	Cornwall	1170
CJRC	Ottawa	1150
CBJN (FM)	North Bay	95.1